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AUTHOR Hedges, Lowell E.; Straquadine, Gary S.
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ABSTRACT

A study examined the effectiveness of supervising teacher educators as perceived by new and returning vocational agriculture teachers in Ohio who participated in the inservice teacher education offered by the Department of Agricultural Education of The Ohio State University. The study was conducted in two parts: once in 1984 and again in 1986. A total of 60 teachers who began teaching in 1983, 1984, or 1985 and a total of 93 teachers who began teaching in 1980, 1981, or 1982 (all of whom were still teaching at the time of the surveys) constituted the study populations. An approximate return rate of 78 percent was achieved for both parts of the study. Teachers were grouped as to type of preparation program (teachers who held a bachelor's degree and 4-year provisional certificate versus 24-credit-hour preparation program teachers). The 24-hour program teachers scored the teacher educators at a significantly higher level than did the regular program teachers on 12 of the 33 competencies/characteristics items studied. The teachers in the 1986 sample rated the supervisors more highly than did their 1984 counterparts on four items, including adequately checking lesson objectives in the student teachers' lesson plans and listening attentively to student teachers' concerns. The 1986 group gave the supervisors lower ratings in the areas of adequate numbers of site visits and conferences with the student teachers' immediate supervisors. Appended are four tables showing competency scores and comparisons. (MN)

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PERCEPTIONS OF THE COMPETENCIES OF SUPERVISING TEACHER EDUCATORS
AS HELD BY NEW AND RETURNING OHIO TEACHERS OF VOCATIONAL AGRICULTURE

Lowell E. Hedges
Associate Professor
Department of Agricultural Education
204 Agricultural Administration Building
2120 Fyffe Road
The Ohio State University
Columbus, OH 43210-1099
614/292-6671

and

Gary S. Straquadine
PhD Candidate
Department of Agricultural Education
201 Agricultural Administration Building
2120 Fyffe Road
The Ohio State University
Columbus, OH 43210-1099
614/292-6671

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PERCEPTIONS OF THE COMPETENCIES OF
SUPERVISING TEACHER EDUCATORS
AS HELD BY NEW AND RETURNING
OHIO TEACHERS OF VOCATIONAL AGRICULTURE

Major Objectives and/or Focus

The purpose of this study was to determine the effectiveness of the supervising teacher educators as perceived by new and returning teachers of vocational agriculture in Ohio who participated in the inservice education offered by the Department of Agricultural Education at The Ohio State University, and then to make recommendations for future inservice programming.

The three overall goals of this study were: (1) to obtain teachers' perceptions of assistance provided during the first year of teaching, (2) to compare current teacher perceptions with the perceptions of a similar group of teachers for an earlier point in time, and then (3) to make recommendations for future inservice programming based upon current teachers' perceptions and trends identified when compared with former groups of teachers.

The specific objectives for the portion of the study discussed in this paper were to: (1) obtain new and returning teachers' perceptions of the level of effectiveness of competencies of teacher educators who worked with them during their first year of teaching, (2) determine the difference, if any, between the regular preparation program teachers and 24-hour preparation program teachers in their agreement on level of

effectiveness of certain competencies of supervising teacher educators, and (3) identify any trends in supervising teacher educator assistance by comparing the level of effectiveness of certain competencies of a current group of new and returning teachers with a similar and earlier group of new and returning teachers.

Perspective(s) or Theoretical Framework

A major activity of many departments of agricultural education is providing instruction and supervision for beginning teachers of vocational agriculture. Early inservice education is intended to assist the new teacher changing from trainee to teacher. Entry into teaching differs markedly from entry into many other forms of work. From the first day, beginning teachers are expected to be solely responsible for instructing and counseling pupils, and administering a complete program of vocational agriculture, as well as being the agricultural specialist for the subject area.

Many vocational educators who supervise beginning teachers have emphasized the importance of early inservice education, and consider it a major concern in agricultural education. In a presentation at the Central States Agricultural Education Seminar, Hachmeister stated that "teachers demonstrated more effective teaching skills and a more positive attitude toward teaching as a result of the inservice program" (1981). Many departments of agricultural education have set up workshops, programs and classes to help new teachers survive. However, the nature of appropriate inservice education for vocational agriculture teachers has long been a question (Persons and Scarborough, 1980).

Teacher educators should be involved in programming for the new teacher. "High quality supervision is essential" for new teachers and high quality supervision includes supervision by local school administrators, state supervisory personnel and teacher educators (Zurbrick, 1981). Martin and Howell (1981) stated, "It has become increasingly clear that vocational educators, administrators, supervisors and master teachers need to carefully consider supervisory strategies that will help new teachers adjust to the profession."

Shinn and Bail (1980) concur that three groups which play a major role in determining inservice programming are supervisors, teacher educators and teachers. If these groups of educators are to be involved in providing inservice programming for new teachers, then their perceptions of a current inservice program could be useful to those trying to improve inservice programming. It seemed logical, then, to include in the evaluation data perceptions of those teachers who have been participants in recent inservice education programs. Studies need to be developed and conducted to obtain these kinds of data.

Methods and/or Techniques

Quantative data for the study were collected by valid mail questionnaires. Teachers were asked to provide their perceptions of the competency of their supervising teacher educator concerning 33 teacher educator characteristics/competencies. The content validity and reliability of the questionnaire were tested and found appropriate. A five-member panel of teacher educators in agriculture at The Ohio State University plus three graduate students reviewed statements of the instrument to help establish content validity. To test the reliability of the

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instrument, it was pilot tested in 1983 by 20 vocational agriculture teachers who had begun teaching in the 1979-80 school year. The reliability coefficient for the teacher educator competencies part was .87, attesting to the internal consistency (reliability) of the instrument.

Descriptive statistics, i.e., means, standard deviations, were used to summarize, organize, simplify and interpret the data. A t-test for independent samples was used to compare regularly prepared teachers with the 24-credit hour preparation teachers. This type of t-test was also used to identify the differences between earlier beginning teachers' perceptions and current teachers' perceptions. Alpha was set a priori at .05 level.

Respondents were to rate the level of agreement with certain competencies of supervising teacher educators using a Likert-type scale on a 1 to 4 priority scale. The level of agreement was examined on a continuum beginning with "strongly agree", a value of 4, and ending with "strongly disagree," a value of 1. The mean and standard deviation were calculated for each of the 33 competencies and the t-test procedure was employed to compare the two groups of teachers.

Data Source

This study was conducted in two parts: once in 1984, and again in 1986. The current population of this study included those Ohio teachers of vocational agriculture who began teaching in 1983, 1984 and 1985, a total of 60. The earlier population were those teachers who began teaching in 1980, 1981 and 1982, a total of 93. Only teachers who were still teaching were surveyed.

Approximate return was 78 percent for both parts of the study, and responses from 15 percent (1984) and 10 percent (1986) respectively of non-respondents were similar.

Teachers were grouped as to type of preparation program. Regular preparation program teachers were those who had a Bachelor's degree and who held a 4-year provisional vocational teaching certificate. Twenty-four credit hour preparation program teachers were those who had entered teaching directly from business and industry and who held a one-year vocational certificate.

Results and/or Conclusions/Points of View

A t-test for independent samples was calculated to identify a difference in mean score on each characteristic/competency in the study ($\alpha = .05$). First, comparisons were made between the regular program teachers and 24-hour program teachers in the 1983-85 group. Next, comparisons were made between the 1980-82 regular program teachers and the 1983-85 regular program teachers. Finally, comparisons were made between the 1980-82 24-hour program teachers and the 1983-85 24-hour program teachers. Competency scores, and comparisons, are in Appendix A.

Comparing 1983-85 Regular Program and 24-Hour Program Teachers

The 24-hour program teachers scored the teacher educators at a significantly higher level than the regular program teachers on 12 of the 33 characteristics/competencies. The 12 competencies can be grouped into three categories: (a) amount and use of time, (b) analytical, diagnostic and prescriptive, and (c) miscellaneous characteristics/competencies.

The 24-hour program teachers scored the teacher educator higher than the regular program teachers on the following characteristics and competencies related to amount and use of time in supervisory visits.

- 9. The supervising teacher educator observed my laboratory teaching a sufficient number of times.
- 18. The supervising teacher educator had a sufficient number of conferences with my immediate supervisor.
- **12. The supervising teacher educator should have visited more often with various students during the time s/he was at my school.
- **33. The supervising teacher educator did not spend an adequate amount of time observing my laboratory management to make a reliable judgment concerning my management ability.

The 24-hour program teachers scored the teacher educators higher than the regular program teachers on the following analytical, diagnostic and prescriptions characteristics/competencies.

- 22. The supervising teacher educator enumerated a sufficient number of specific things I needed to improve on before the next visit.
- 20. The supervising teacher educator gave me adequate encouragement concerning some specific things I was doing well.
- 26. The supervising teacher educator exhibited skill at diagnosing my problems.
- 29. The supervising teacher educator gave me helpful suggestions as to what actions to take in solving problems.
- 30. My supervising teacher educator usually recognized the "good" things I had done, and helped me focus on future performance rather than dwelling on past performance.
- 32. The supervising teacher educator gave me valuable assistance in obtaining needed ideas and information for lessons and program operation.

(**) Item was scored with "strongly disagree" receiving the highest value, and "strongly agree" receiving the lowest value. These are negative statements.

Finally, a difference was identified between the 24-hour program teachers' mean score and the regular program teachers' mean score on the following miscellaneous characteristics/competencies.

6. The supervising teacher educator adequately observed the interaction between myself and other teachers.
- **21. I would have preferred that my supervising teacher educator would have shown more interest in my maintenance of instructional materials.

From these findings it can be concluded that the 24-hour program teachers perceived with greater favor the supervising teacher educator's ability to analyse the instructional environment, diagnose problems and then prescribe procedures and treatments to enhance this fragile environment. The 24-hour program teachers also viewed the supervising teacher educator's number of visits and use of time during these visits with more favor than the regular program teachers.

Comparing 1980-82 24-hour Program Teachers and 1983-85 24-hour Program Teachers

The 1980-82 24-hour program teachers were found to differ from the 1983-85 24-hour teachers on 4 of the 33 characteristics/competencies. The more recent teachers (1983-85) rated the supervising teacher educators lower on these four competencies. Two of the competencies were related to facility orderliness and cleanliness. They were:

- **16. The supervising teacher educator could have been more interested in discussing the cleanliness of departmental facilities.
- **17. The supervising teacher educator did not give sufficient attention to the orderliness of the departmental facilities.

The other two teacher educator competencies found to be statistically different between the 1980-82 24-hour program teachers and the 1983-85 24-hour program teachers were:

15. The supervising teacher educator gave adequate attention to occupational experience program record books during his/her visit.
18. The supervising teacher educator had a sufficient number of conferences with my immediate supervisor.

Based upon the differences identified in the 1980-82 24-hour program teachers' and 1983-85 program teachers' perceptions, it can be concluded that the most recent teachers do not view as favorably the supervising teacher educator's interest and attention toward facility orderliness and cleanliness as did the earlier group of teachers. A statistically significant difference on the competency related to occupational experience record books coupled with a low mean score on the competency related to supervised occupational experience programs, leads one to conclude that the most recent teachers are not as satisfied with the teacher educator's abilities to supervise in this area of the instructional program. Finally, the difference of mean scores on the competency related to conferences with the teacher's immediate supervisor, indicates that the supervising teacher educators are spending a similar amount of time in the school observing and conferring with the teacher, yet are not visiting with the teacher's immediate supervisor as much as the 1980-82 24-hour program teachers indicated.

Comparing 1980-82 Regular Program Teachers
and 1983-85 Regular Program Teachers

The mean score on six characteristics/competencies were found to differ between the 1980-82 and 1983-85 regular program teachers. The 1983-85 regular program teachers rated the supervising teacher educator

higher on the following characteristics and competencies:

4. The supervising teacher educator adequately checked the lesson objectives in my lesson plan for each class prior to the time the class was taught.
- **23. The supervising teacher educator made only a few comments concerning the degree of maintenance of equipment.
- **24. The supervising teacher educator seldom checked my Course of Study for the department.
25. The supervising teacher educator usually listened attentively to my concerns.

The two characteristics and competencies the 1983-85 regular program teachers rated lower than their 1983-82 counterparts centered around the use of time during the supervisory visit.

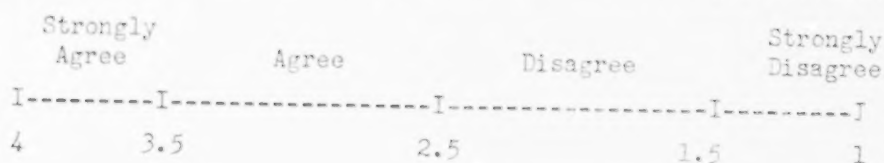
- **12. The supervising teacher educator should have visited more often with various students during the time s/he was at my school.
18. The supervising teacher educator had a sufficient number of conferences with my immediate supervisor.

Based upon these observed differences in the regular program teachers' responses, it is concluded that the 1983-85 regular program teachers rate the supervising teacher educator more favorably in reviewing the lesson plan/course of study component necessary in the preparation of the instructional program. The 1983-85 regular program teachers also believe the supervising teacher educator is making more efforts to review the maintenance of the program.

The 1983-85 regular program teachers did not rate as favorably the supervising teacher educator's use of time during the supervisor visit. This group of teachers believed the supervising teacher educator should visit more often with various students during the supervisory visit and to make time to confer with the teacher's immediate supervisor.

Educational or Scientific Implications/Importance of the Study

The study indicates that the Ohio supervising teacher educators are performing at a satisfactory level of competence in a majority of the 33 specific job responsibilities when supervising beginning teachers of vocational agriculture. The study also indicates that supervising teacher educators should improve their practices in several competency areas. During the visit to the new and/or returning teacher, the supervising teacher educator should improve the quality of his/her practices in the following supervisory competency areas for both regular program teachers and 24-hour program teachers. The suggested areas are chosen on the basis of the values illustrated below. Any competency with a mean score of 2.5 or lower is identified as needing improvement.



Competency 11: The supervising teacher educator accompanies the teacher on a sufficient number of supervised occupational experience visits to high school students. (See Tables 1 and 2).

It seems logical to assume that the supervising teacher educator would want to supervise the regular teachers and 24-hour teachers with equal competence/attention. Based on the lower ratings given the supervising teacher by regular program teachers in the 12 competencies discussed earlier, the supervising teacher educator should improve the quality of his/her supervision in the following competency areas:

Competency 9: Observing laboratory teaching.

Competency 18: Sufficient number conferences with immediate supervisor.

Competency 12: Sufficient visiting with various students.

- Competency 33: Spend enough time observing teacher's laboratory management to make a reliable judgment concerning management ability.
- Competency 22: Identify a sufficient number of specific teaching skills needing improvement prior to the next supervisory visit.
- Competency 20: Give adequate encouragement concerning specific things teacher is doing well.
- Competency 26: Exhibit skill at diagnosing teacher problems.
- Competency 29: Give helpful suggestions for solving teacher problems.
- Competency 30: Recognize the "good" things that teachers do, and help them focus on future performance rather than dwelling on past performance.
- Competency 32: Give valuable assistance in obtaining needed ideas and information to teach for lessons and program operation.
- Competency 6: Show interest in the interaction between the vocational agriculture teacher and other faculty members.
- Competency 21: Show interest in the teacher's maintenance of instructional materials.

It also seems logical to assume that supervising teacher educators would want to at least maintain the quality of their services over the years. When one compares the ratings of the 1983-85 group of 24-hour program teachers with those of the 1980-82 teachers, a downward trend in quality is apparent. Therefore, supervising teacher educators should attempt to improve their services in the following competencies when working with 24-hour program teachers:

- Competency 16: Adequately discuss the cleanliness of the department's facilities.
- Competency 17: Give attention to the orderliness of the department's facilities.
- Competency 15: Give attention to occupational experience program record books during the visit.

Competency 18: Conduct a sufficient number of conferences with the teacher's immediate supervisor.

In working with the regular program teachers, the supervising teacher educator should attempt to improve the quality of his/her services to the teachers in the following competencies:

Competency 12: Visit with students during the time the supervising teacher educator is at the school.

Competency 18: Confer a sufficient number of times with the teacher's immediate supervisor.

The needs of beginning teachers as identified and emphasized by their perceptions of assistance from supervising teacher educators can be used as a focus for inservice education programming. It is possible to use the data from the study to do two things to improve the quality of supervision of teacher educators in the competencies identified by the teachers:

1. The department chairman could work with those teacher educators who have specific needs for improvement in competencies identified by the vocational agriculture teachers. Returned questionnaires can be linked with the specific educator.
2. Inservice education for all supervising teacher educators can be programmed, with special emphasis on those competencies for which new and returning teachers gave low ratings.

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Table 1

Mean Score and Standard Deviation of Agreement or Disagreement With Characteristics/Competencies of Supervising Teacher Educator as Perceived by Teachers in the 1980-82 Regular Program and 24-Hour Program

Characteristic/Competency	Teachers					
	Regular Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
1. The supervising teacher educator's visits to me were scheduled sufficiently in advance to permit me time for reasonable preparation.	3.48	.72	46	3.60	.71	25
* 2. The supervising teacher educator should check more thoroughly through my schedule for the day upon arrival in the department.	2.90	.82	39	2.84	1.17	19 *
3. The supervising teacher educator usually arrived in the department before the students arrived.	3.05	1.01	44	3.14	1.04	22
4. The supervising teacher educator adequately checked the lesson objectives in my lesson plan for each class prior to the time the class was taught.	2.78	.77	45	3.28	.79	25 *
* 5. The supervising teacher educator showed little interest in the interaction between myself and the students.	3.78	.47	46	3.80	.41	25
6. The supervising teacher educator adequately observed the interaction between myself and other teachers.	3.11	.82	46	3.30	.70	23
* 7. The supervising teacher educator seldom observed the interaction between myself and staff members such as the custodian, etc.	2.93	.97	44	3.21	.78	24

Table 1 continued...

Characteristic/Competency	Teachers					
	Regular Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
8. The supervising teacher educator observed a sufficient number of times the interaction between myself and my administrators.	2.91	.61	43	3.13	.87	23 *
9. The supervising teacher educator observed my laboratory teaching a sufficient number of times.	3.14	.68	43	3.42	.72	24
* 10. I would have preferred that the supervising teacher educator had observed my classroom teaching more often.	2.82	.69	44	2.72	.74	25
11. The supervising teacher educator went with me on a sufficient number of supervised occupational experience program visits to high school students.	1.73	.78	30	2.00	.87	17
* 12. The supervising teacher educator should have visited more often with various students during the time he was at my school.	2.86	.67	44	3.17	.72	23
13. The supervising teacher educator gave adequate attention to student notebooks.	2.95	.72	43	3.20	.82	25
* 14. The supervising teacher educator did not hold enough end-of-visit conferences with me.	3.39	.54	46	3.58	.58	24
15. The supervising teacher educator gave adequate attention to occupational experience program record books during his visit.	2.69	.72	42	3.08	.78	24

Table 1 continued...

Characteristic/Competency	Teachers					
	Regular Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
* * 16. The supervising teacher educator could have been more interested in discussing the cleanliness of departmental facilities.	3.18	.50	44	3.54	.51	24 *
* * 17. The supervising teacher educator did not give sufficient attention to the orderliness of the departmental facilities.	3.14	.46	44	3.50	.51	24
18. The supervising teacher educator had a sufficient number of conferences with my immediate supervisor.	3.07	.40	43	3.32	.48	25
* * 19. The supervising teacher educator seldom observed the organization of the departmental facilities.	3.14	.56	43	3.32	.63	25
20. The supervising teacher educator gave me adequate encouragement concerning some specific things I was doing well.	3.63	.53	46	3.88	.33	25
* * 21. I would have preferred that my supervising teacher educator would have shown more interest in my maintenance of instructional materials.	2.78	.59	46	3.09	.60	23
22. The supervising teacher educator enumerated a sufficient number of specific things I needed to improve on before the next visit.	3.07	.59	43	3.40	.50	25
* * 23. The supervising teacher educator made only a few comments concerning the degree of maintenance of equipment.	2.31	.64	42	2.57	.75	21

Table 1 continued...

Characteristic/Competency	Teachers					
	Regular Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
* * 24. The supervising teacher educator seldom checked my Course of Study for the department.	2.64	.73	42	3.08	.72	24
* * 25. The supervising teacher educator seldom checked my monthly schedule of events.	2.55	.73	44	2.96	.77	23 *
26. The supervising teacher educator exhibited skill at diagnosing my problems.	3.28	.58	45	3.46	.72	24
27. The supervising teacher educator usually listened attentively to my concerns.	3.52	.55	46	3.76	.44	25
28. The supervising teacher educator was skilled in asking questions and rephrasing my statements to make sure my problems were clearly understood.	3.39	.54	44	3.68	.48	25
29. The supervising teacher educator gave me helpful suggestions as to what actions to take in solving problems.	3.43	.50	46	3.52	.59	25
30. The supervising teacher educator usually recognized the "good" things I had done, and helped me focus on future performance rather than dwelling on past performances.	3.54	.55	46	3.64	.49	25
* * 31. The supervising teacher educator did not spend an adequate amount of time observing my teaching to make a reliable judgment concerning my teaching.	3.24	.71	46	3.32	.63	25

Table 1 continued...

Characteristic/Competency	Teachers					
	Regular Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
32. The supervising teacher educator gave me valuable assistance in obtaining needed ideas and information for lessons and program operation.	3.18	.69	44	3.60	.50	25**
* 33. The supervising teacher educator did not spend an adequate amount of time observing my laboratory management to make a reliable judgment concerning my management ability.	3.09	.73	45	3.30	.70	23

* ($\alpha = .05$)

4 = Strongly Agree; 3 = Agree;
2 = Disagree; 1 = Strongly Disagree

**Item was scored with "strongly disagree" receiving the highest value and "strongly agree" receiving the lowest value.

Table 2

Mean Score and Standard Deviation of Agreement or Disagreement With Characteristics/Competencies of Supervising Teacher Educator as Perceived by Teachers in the 1983-85 Regular Program and 24-Hour Program

Characteristic/Competency	Teachers					
	Regular Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
1. The supervising teacher educator's visits to me were scheduled sufficiently in advance to permit me time for reasonable preparation.	3.62	.55	37	3.61	.58	23
* 2. The supervising teacher educator should check more thoroughly through my schedule for the day upon arrival in the department.	2.94	.76	32	3.09	.58	23
3. The supervising teacher educator usually arrived in the department before the students arrived.	3.06	.92	36	3.25	.97	20
4. The supervising teacher educator adequately checked the lesson objectives in my lesson plan for each class prior to the time the class was taught.	3.05	.78	36	3.26	.86	23
* 5. The supervising teacher educator showed little interest in the interaction between myself and the students.	3.73	.61	37	3.78	.52	23
6. The supervising teacher educator adequately observed the interaction between myself and other teachers.	3.08	.86	37	3.42	.84	19*
* 7. The supervising teacher educator seldom observed the interaction between myself and staff members such as the custodian, etc.	2.85	.78	34	3.11	.76	18

Table 2 continued...

Characteristic/Competency	Teachers					
	Regular Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
8. The supervising teacher educator observed a sufficient number of times the interaction between myself and my administrators.	2.70	.85	33	2.90	.72	20
9. The supervising teacher educator observed my laboratory teaching a sufficient number of times.	3.00	.80	35	3.48	.79	23*
* 10. I would have preferred that the supervising teacher educator had observed my classroom teaching more often.	2.71	.67	35	2.73	.70	22
11. The supervising teacher educator went with me on a sufficient number of supervised occupational experience program visits to high school students.	1.89	.88	28	2.00	.67	10
* 12. The supervising teacher educator should have visited more often with various students during the time he was at my school.	2.64	.72	36	3.05	.59	21*
13. The supervising teacher educator gave adequate attention to student notebooks.	2.89	.76	35	3.00	.67	23
* 14. The supervising teacher educator did not hold enough end-of-visit conferences with me.	3.24	.76	37	3.39	.58	23
15. The supervising teacher educator gave adequate attention to occupational experience program record books during his visit.	2.65	.73	34	2.76	.63	21

Table 2 continued...

Characteristic/Competency	Teachers					
	Regular Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
*16. The supervising teacher educator could have been more interested in discussing the cleanliness of departmental facilities.	3.17	.56	36	3.18	.73	22
*17. The supervising teacher educator did not give sufficient attention to the orderliness of the departmental facilities.	3.27	.48	37	3.18	.39	22
18. The supervising teacher educator had a sufficient number of conferences with my immediate supervisor.	2.86	.49	35	3.09	.61	22*
*19. The supervising teacher educator seldom observed the organization of the departmental facilities.	3.11	.58	36	3.09	.75	22
20. The supervising teacher educator gave me adequate encouragement concerning some specific things I was doing well.	3.57	.69	37	3.87	.34	23*
21. I would have preferred that my supervising teacher educator would have shown more interest in my maintenance of instructional materials.	2.83	.51	36	3.18	.66	22
22. The supervising teacher educator enumerated a sufficient number of specific things I needed to improve on before the next visit.	3.03	.57	37	3.35	.65	23*
*23. The supervising teacher educator made only a few comments concerning the degree of maintenance of equipment.	2.59	.56	34	2.74	.62	23

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Table 2 continued...

Characteristic/Competency	Teachers					
	Regular Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
*24. The supervising teacher educator seldom checked my Course of Study for the department.	2.84	.63	32	2.84	.77	19
*25. The supervising teacher educator seldom checked my monthly schedule of events.	2.69	.58	35	2.91	.61	22
26. The supervising teacher educator exhibited skill at diagnosing my problems.	3.22	.71	37	3.54	.60	22*
27. The supervising teacher educator usually listened attentively to my concerns.	3.68	.53	37	3.69	.70	23
28. The supervising teacher educator was skilled in asking questions and rephrasing my statements to make sure my problems were clearly understood.	3.43	.60	37	3.60	.58	23
29. The supervising teacher educator gave me helpful suggestions as to what actions to take in solving problems.	3.35	.63	37	3.61	.72	23*
30. The supervising teacher educator usually recognized the "good" things I had done, and helped me focus on future performance rather than dwelling on past performances.	3.43	.77	37	3.74	.45	23*
*31. The supervising teacher educator did not spend an adequate amount of time observing my teaching to make a reliable judgment concerning my teaching.	3.19	.62	36	3.44	.79	23

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Table 2 continued...

Characteristic/Competency	Teachers					
	Regular Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
32. The supervising teacher educator gave me valuable assistance in obtaining needed ideas and information for lessons and program operation.	3.27	.69	37	3.57	.66	23*
* 33. The supervising teacher educator did not spend an adequate amount of time observing my laboratory management to make a reliable judgment concerning my management ability.	2.94	.60	34	3.30	.77	23*

* (alpha = .05)

4 = Strongly Agree; 3 = Agree;
2 = Disagree; 1 = Strongly Disagree

**Item was scored with "strongly disagree" receiving the highest value and "strongly agree" receiving the lowest value.

Table 3

Mean Score and Standard Deviation of Agreement or Disagreement With Characteristics/Competencies of Supervising Teacher Educator as Perceived by Teachers in the 1980-82 24-Hour Program and the 1983-85 24-Hour Program

Characteristic/Competency	(1980-82) Teachers			(1983-85)		
	24-Hour Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
1. The supervising teacher educator's visits to me were scheduled sufficiently in advance to permit me time for reasonable preparation.	3.60	.71	25	3.61	.58	23
**2. The supervising teacher educator should check more thoroughly through my schedule for the day upon arrival in the department.	2.84	1.17	19	3.09	.58	23
3. The supervising teacher educator usually arrived in the department before the students arrived.	3.14	1.04	22	3.25	.97	20
4. The supervising teacher educator adequately checked the lesson objectives in my lesson plan for each class prior to the time the class was taught.	3.28	.79	25	3.26	.86	23
* 5. The supervising teacher educator showed little interest in the interaction between myself and the students.	3.80	.41	25	3.78	.52	23
6. The supervising teacher educator adequately observed the interaction between myself and other teachers.	3.30	.70	23	3.42	.84	19
* 7. The supervising teacher educator seldom observed the interaction between myself and staff members such as the custodian, etc.	3.21	.78	24	3.11	.76	18

Table 4 continued...

Characteristic/Competency	(1980-82) Teachers			(1983-85)		
	24-Hour Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
8. The supervising teacher educator observed a sufficient number of times the interaction between myself and my administrators.	3.13	.87	23	2.90	.72	20
9. The supervising teacher educator observed my laboratory teaching a sufficient number of times.	3.42	.72	24	3.48	.79	23
* 10. I would have preferred that the supervising teacher educator had observed my classroom teaching more often.	2.72	.74	25	2.73	.70	22
11. The supervising teacher educator went with me on a sufficient number of supervised occupational experience program visits to high school students.	2.00	.87	17	2.00	.67	10
** 12. The supervising teacher educator should have visited more often with various students during the time he was at my school.	3.17	.72	23	3.05	.59	21
13. The supervising teacher educator gave adequate attention to student notebooks.	3.20	.82	25	3.00	.67	23
* 14. The supervising teacher educator did not hold enough end-of-visit conferences with me.	3.58	.58	24	3.39	.58	23
15. The supervising teacher educator gave adequate attention to occupational experience program record books during his visit.	3.08	.78	24	2.76	.63	21*

Table J continued...

Characteristic/Competency	(1980-81) Teachers			(1981-85)		
	24-Hour Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
* 16. The supervising teacher educator could have been more interested in discussing the cleanliness of departmental facilities.	3.54	.51	24	3.18	.73	22*
* 17. The supervising teacher educator did not give sufficient attention to the orderliness of the departmental facilities.	3.50	.51	24	3.18	.39	22*
18. The supervising teacher educator had a sufficient number of conferences with my immediate supervisor.	3.32	.48	25	3.09	.61	22*
* 19. The supervising teacher educator seldom observed the organization of the departmental facilities.	3.32	.63	25	3.09	.75	22
20. The supervising teacher educator gave me adequate encouragement concerning some specific things I was doing well.	3.88	.33	25	3.87	.34	23
* 21. I would have preferred that my supervising teacher educator would have shown more interest in my maintenance of instructional materials.	3.09	.60	23	3.18	.66	22
22. The supervising teacher educator enumerated a sufficient number of specific things I needed to improve on before the next visit.	3.40	.50	25	3.35	.65	23
* 23. The supervising teacher educator made only a few comments concerning the degree of maintenance of equipment.	2.57	.75	21	2.74	.62	23

Table J continued...

Characteristic/Competency	(1980-81) Teachers			(1981-85)		
	24-hour Program			24-Hour Program		
	Mean	S.D.	N	Mean	S.D.	N
* 24. The supervising teacher educator seldom checked my Course of Study for the department.	3.08	.72	24	2.84	.77	19
* 25. The supervising teacher educator seldom checked my monthly schedule of events.	2.96	.77	23	2.91	.61	22
26. The supervising teacher educator exhibited skill at diagnosing my problems.	3.46	.72	24	3.54	.60	22
27. The supervising teacher educator usually listened attentively to my concerns.	3.76	.44	25	3.69	.70	23
28. The supervising teacher educator was skilled in asking questions and rephrasing my statements to make sure my problems were clearly understood.	3.68	.48	25	3.60	.58	23
29. The supervising teacher educator gave me helpful suggestions as to what actions to take in solving problems.	3.52	.59	25	3.61	.72	23
30. The supervising teacher educator usually recognized the "good" things I had done, and helped me focus on future performance rather than dwelling on past performances.	3.64	.49	25	3.74	.45	23
* 31. The supervising teacher educator did not spend an adequate amount of time observing my teaching to make a reliable judgment concerning my teaching.	3.32	.63	25	3.44	.79	23

Table 1 continued...

Characteristic/Competency	(1980-82) Teachers			(1983-85)		
	24-hour Program			24-hour Program		
	Mean	S.D.	N	Mean	S.D.	N
32. The supervising teacher educator gave me valuable assistance in obtaining needed ideas and information for lessons and program operation.	3.60	.50	25	3.57	.66	23
* 33. The supervising teacher educator did not spend an adequate amount of time observing my laboratory management to make a reliable judgment concerning my management ability.	3.30	.70	23	3.30	.77	23

* (alpha = .05)

4 = Strongly Agree; 3 = Agree;
2 = Disagree; 1 = Strongly Disagree

**Item was scored with "strongly disagree" receiving the highest value and "strongly agree" receiving the lowest value.

Table 4

Mean Score and Standard Deviation of Agreement or Disagreement With Characteristics/Competencies of Supervising Teacher Educator as Perceived by Teachers in the 1980-82 Regular Program and the 1983-85 Regular Program

Characteristic/Competency	(1980-82) Teachers			(1983-85) Teachers		
	Regular Program			Regular Program		
	Mean	S.D.	N	Mean	S.D.	N
1. The supervising teacher educator's visits to me were scheduled sufficiently in advance to permit me time for reasonable preparation.	3.48	.72	46	3.62	.55	37
**2. The supervising teacher educator should check more thoroughly through my schedule for the day upon arrival in the department.	2.90	.82	39	2.94	.76	32
3. The supervising teacher educator usually arrived in the department before the students arrived.	3.05	1.01	44	3.06	.92	36
4. The supervising teacher educator adequately checked the lesson objectives in my lesson plan for each class prior to the time the class was taught.	2.78	.77	45	3.05	.78	36*
**5. The supervising teacher educator showed little interest in the interaction between myself and the students.	3.78	.47	46	3.73	.61	37
6. The supervising teacher educator adequately observed the interaction between myself and other teachers.	3.11	.82	46	3.08	.86	37
**7. The supervising teacher educator seldom observed the interaction between myself and staff members such as the custodian, etc.	2.93	.97	44	2.85	.78	34

Table 4 continued...

Characteristic/Competency	(1980-82) Teachers			(1983-85) Teachers		
	Regular Program			Regular Program		
	Mean	S.D.	N	Mean	S.D.	N
8. The supervising teacher educator observed a sufficient number of times the interaction between myself and my administrators.	2.91	.61	43	2.70	.85	33
9. The supervising teacher educator observed my laboratory teaching a sufficient number of times.	3.14	.68	43	3.00	.80	35
*10. I would have preferred that the supervising teacher educator had observed my classroom teaching more often.	2.82	.69	44	2.71	.67	35
11. The supervising teacher educator went with me on a sufficient number of supervised occupational experience program visits to high school students.	1.73	.78	30	1.89	.88	28
**12. The supervising teacher educator should have visited more often with various students during the time he was at my school.	2.86	.67	44	2.64	.72	36*
13. The supervising teacher educator gave adequate attention to student notebooks.	2.95	.72	43	2.89	.76	35
**14. The supervising teacher educator did not hold enough end-of-visit conferences with me.	3.39	.54	46	3.24	.76	37
15. The supervising teacher educator gave adequate attention to occupational experience program record books during his visit.	2.69	.72	42	2.65	.73	34

Table 4 continued...

Characteristic/Competency	(1980-82) Teachers			(1981-85)		
	Regular Program			Regular Program		
	Mean	S.D.	N	Mean	S.D.	N
*16. The supervising teacher educator could have been more interested in discussing the cleanliness of departmental facilities.	3.18	.50	44	3.17	.56	36
*17. The supervising teacher educator did not give sufficient attention to the orderliness of the departmental facilities.	3.14	.46	44	3.27	.48	37
18. The supervising teacher educator had a sufficient number of conferences with my immediate supervisor.	3.07	.40	43	2.86	.49	35*
*19. The supervising teacher educator seldom observed the organization of the departmental facilities.	3.14	.56	43	3.11	.58	36
20. The supervising teacher educator gave me adequate encouragement concerning some specific things I was doing well.	3.63	.53	46	3.57	.69	37
*21. I would have preferred that my supervising teacher educator would have shown more interest in my maintenance of instructional materials.	2.78	.59	46	2.83	.51	36
22. The supervising teacher educator enumerated a sufficient number of specific things I needed to improve on before the next visit.	3.07	.59	43	3.03	.57	37
23. The supervising teacher educator made only a few comments concerning the degree of maintenance of equipment.	2.31	.64	42	2.59	.56	34

Table 4 continued...

Characteristic/Competency	(1980-82) Teachers			(1981-85)		
	Regular Program			Regular Program		
	Mean	S.D.	N	Mean	S.D.	N
24. The supervising teacher educator seldom checked my Course of Study for the department.	2.64	.73	42	2.84	.63	32
*25. The supervising teacher educator seldom checked my monthly schedule of events.	2.55	.73	44	2.69	.58	35
26. The supervising teacher educator exhibited skill at diagnosing my problems.	3.28	.58	45	3.22	.71	37
27. The supervising teacher educator usually listened attentively to my concerns.	3.52	.55	46	3.68	.53	37*
28. The supervising teacher educator was skilled in asking questions and rephrasing my statements to make sure my problems were clearly understood.	3.39	.54	44	3.43	.60	37
29. The supervising teacher educator gave me helpful suggestions as to what actions to take in solving problems.	3.43	.50	46	3.35	.63	37
30. The supervising teacher educator usually recognized the "good" things I had done, and helped me focus on future performance rather than dwelling on past performances.	3.54	.55	46	3.43	.77	37
*31. The supervising teacher educator did not spend an adequate amount of time observing my teaching to make a reliable judgment concerning my teaching.	3.24	.71	46	3.19	.62	36

Table 4 continued...

Characteristic/Competency	(1980-82) Teachers			(1983-85)		
	Regular Program			Regular Program		
	Mean	S.D.	N	Mean	S.D.	N
32. The supervising teacher educator gave me valuable assistance in obtaining needed ideas and information for lessons and program operation.	3.18	.69	44	3.27	.69	37
**33. The supervising teacher educator did not spend an adequate amount of time observing my laboratory management to make a reliable judgment concerning my management ability.	3.09	.73	45	2.94	.60	34

* (alpha = .05)

4 = Strongly Agree; 3 = Agree;
2 = Disagree; 1 = Strongly Disagree

**Item was scored with "strongly disagree" receiving the highest value and "strongly agree" receiving the lowest value.